

Qualification: GCSE History

1. Introduction

- 1.1 This Qualification Assessment Plan is designed to outline how the department will gather and verify evidence to determine grades for approved GCSEs in Summer 2021.
- 1.2 The Qualification Assessment Plan will ensure that the department is compliant with the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements. It will also ensure that the department follows the information provided by WJEC through the Qualification Assessment Framework for each qualification offered.
- 1.3 The Qualification Assessment Plan provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be utilising to support the decision-making process in awarding Centre Determined Grades (CDGs).

2. Roles and Responsibilities

- 2.1 In relation to the Qualification Assessment Plan, the following roles and responsibilities apply in terms of the determination of grades.
 - 2.1.1 Directors of Schools of Learning will:
 - Support Heads of Department in decisions on Qualification Assessment Plans.
 - Ensure consistency in decisions within their school of learning.
 - Support the Head of Centre and Deputy Headteacher in the internal quality assurance of final CDGs.
 - Ensure that each qualification in their school of learning has successfully completed internal moderation of evidence and that decisions are recorded in line with WJEC protocols.
 - Countersign a declaration for each qualification in their school of learning to confirm the accuracy of the CDGs through valid, reliable and fair assessment for all pupils, that has been quality assured and moderated.
 - 2.2.2 Heads of Department will:
 - Ensure that processes within the department they lead meet the requirements of the publicised WJEC Qualification Assessments Frameworks. This includes setting tasks for pupils from WJEC adapted past-papers to enable all pupils to demonstrate what they know and understand.
 - Provide a Qualification Assessment Plan for each qualification in their department, which includes training teachers on the consistent use of assessments and mark schemes.
 - Ensure that moderation of work is undertaken to secure standardisation across the department they lead, which includes accurate records of internal processes.
 - Ensure consistency in decisions within their department, including how agreed adjustments are made.
 - Manage teachers' storage of evidence and Learner Decision Making Records.
 - Ensure that pupils entitled to access arrangements have these in place for the qualifications that they are responsible for.

- Sign a declaration for each qualification in their curriculum area to confirm the accuracy of the CDGs through valid, reliable and fair assessment for all pupils, that has been quality assured and moderated.

2.2.3 Teachers will:

- Ensure assessments are completed under the centre's appropriate level of control and have sufficient evidence in line with the centre policy to provide CDGs for each pupil which are a fair, valid and reliable reflection of the assessed evidence available for each pupil.
- Ensure that evidence is gathered within the published schedule (Appendix 1) and that activities set follow the expectations of the Head of Department and relevant WJEC Qualification Assessment Frameworks.
- Ensure that pupils are aware of the nature and criteria of the task set and ensure pupils understand when an activity will contribute towards the determination of a grade.
- Ensure that reasonable adjustments and access arrangements are in place for identified pupils.
- Ensure that each pupils' work is collected and stored securely.
- Mark submitted work within agreed timeframes set by Heads of Department.
- **Not** provide pupils with an opportunity to improve their work once submitted.
- Complete Learner Decision Making Records.
- Ensure that each pupil's work can be retrieved to support internal reviews and/or appeals.

3. Use of Evidence

3.1 The approach ensures that there is sufficient opportunity for pupils to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC Qualification Assessment Framework. It is the quality of evidence used to underpin judgements that is more important than the quantity of evidence.

3.2 The evidence generated will not be completed in the form of an examination. However, pupils will produce work within a specified timeframe to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would need to be produced over a series of no more than three lessons.

3.3 Work will be completed independently by pupils, under similar "control levels" to existing arrangements, for Non-Examination Assessment which is supervised by teachers. This is to ensure that the evidence produced is the pupil's own. Whenever possible, this work will be completed in class in place of standard work, which is then assessed. Where external factors prevent this from happening, such as national lockdowns etc, then work will need to be completed at home. However, where this is the case, teachers will introduce mechanisms to support authenticity of pupil's work by:

- Ensuring work is submitted immediately at the end of the set timeframe during a synchronous 'live' lesson. Pupils' cameras will be switched on to enable the teacher to virtually supervise the authenticity of work.
- Where a piece of work appears to be atypical to a usual standard, the classroom teacher will raise this concern with the Head of Department and the work submitted will be compared to the pupil's other work.



3.4 Adapted past-paper questions will be completed in line with the school’s schedule that indicates when the production of evidence will take place, to ensure that pupils understand how grades are determined and which work will be used as evidence. This will also ensure that the production of work is evenly distributed over the set timescale.

3.5 CDGs will be awarded using the following evidence:

Adapted past-paper questions

- **Unit 1: Wales and the Wider Perspective Depression, War and Recovery (1930-1951) – 1-hour assessment.**

The questions will largely focus on the analysis and evaluation of historical sources and interpretations. There will also be questions assessing second order historical concepts.

1C: DEPRESSION, WAR AND RECOVERY, 1930-1951	
<p>This option focuses in depth on selected themes and issues relating to the history of depression, war and recovery during the period 1930-1951. Learners will be required to consider the main features of life in the Depression, of war on the Home Front and of post-war Britain. Learners should understand how the experience of people within Wales at this time was distinctive but also that this can reflect the wider relationship with Britain. Learners should develop an awareness of how aspects of life in this period have been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. Where appropriate, these will contain material from Welsh sources. The required content below shows which key features and characteristics of the period must be studied.</p>	
Key questions	Required Content
<p>The coming of the Depression: What were the main causes of the Depression?</p>	<p><i>Reasons for the decline of traditional industry in Britain, including competition from abroad, new markets, obsolete methods; the impact of the Wall Street Crash and its effect on industry in Britain</i></p>
<p>Life during the Depression: How were people able to cope with the challenges of the Depression years?</p>	<p><i>The dole and the Means Test; hunger marches from Jarrow and Rhondda; 'making ends meet' and self-help; emigration from Wales; the importance of radio and cinema; growing light industry in parts of Britain; the Special Areas Acts; Trefforest Industrial Estate; contrast of older industrial regions with areas of greater employment</i></p>
<p>The coming of war: How effectively did Britain prepare for war?</p>	<p><i>The threat from Germany; Britain's policy of appeasement; preparations for war: wardens and shelters, RADAR, barrage balloons, anti-aircraft guns, conscription and reserved occupations</i></p>
<p>Life during wartime: How did people in Britain cope with the experience of war?</p>	<p><i>The bombing of British cities – Swansea, Belfast, Glasgow; evacuees and their host communities in Wales; the need for rationing; the contribution of women to the war effort</i></p>
<p>Keeping up morale: How important was it to maintain people's morale during the war?</p>	<p><i>The role of radio and cinema during the war; propaganda posters and censorship; campaigns and appeals such as Dig for Victory and the Spitfire Fund; the importance of Churchill as war leader</i></p>
<p>Life after war: How difficult were conditions in Britain in 1945?</p>	<p><i>The economic position of Britain in 1945; demobilisation; war damage; the reasons for Labour's victory in the 1945 General Election</i></p>
<p>Rebuilding the country after 1945: How did the Labour government deal with the problems of the time?</p>	<p><i>The Beveridge Report; Aneurin Bevan and the NHS; educational opportunities following the Act of 1944; the 'Homes for All' policy; nationalisation of the key industries: coal, electricity and transport; reaction to the reforms of the post-war Labour governments</i></p>

- **Unit 3: Thematic Studies from a Broad Historical Perspective Changes in Health and Medicine (c.1500 to the present day) – 1 hour 15 minutes' assessment.**

The questions will focus extensively on second order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.



3B: CHANGES IN HEALTH AND MEDICINE, c.1340 to the present day

This option focuses thematically on the main trends in the history of health and medicine in Britain from c.1340 to the present day. Foreign content is included only where it is fundamental in its influence. Learners will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. Learners will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine from c.1340 to the present day. In this option, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. In this option, the impact of changes in health and medicine on Wales should be highlighted within the wider context. As part of this option learners will investigate an historic site connected with this theme. The required content below shows which key features and characteristics of the period must be studied.

Key questions	Required Content
Causes of illness and disease: What have been the main causes of illness and disease over time?	<i>Living conditions in the medieval and early modern eras with reference to the Black Death and the Great Plague ; the effects of industrialisation: cholera and typhoid; the spread of bacterial and viral diseases in the nineteenth and twentieth centuries: Tuberculosis and influenza</i>
Attempts to prevent illness and disease: How effective were attempts to prevent illness and disease over time?	<i>Early methods of prevention of disease with reference to the Black Death: alchemy and medieval doctors; the application of science to the prevention of disease in the late eighteenth and early nineteenth century: the work of Edward Jenner and vaccination; the influence and spread of inoculation since 1800; the discovery of antibodies and developments in the field of bacteriology</i>
Attempts to treat and cure illness and disease How have attempts to treat illness and disease changed over time?	<i>Traditional treatments common in the medieval era: barber surgeons, use of leeches, herbal remedies; Joseph Lister and the use of antiseptics in the later nineteenth century; James Simpson and the development of anaesthetics in the nineteenth century ; twentieth century developments: Marie Curie and the development of radiation; the roles of Fleming, Florey and Chain regarding antibiotics; Barnard and transplant surgery; modern advances in cancer treatment and surgery</i>
Advances in medical knowledge: How much progress has been made in medical knowledge over time?	<i>Medical ideas in the medieval era: astrology and the theory of the four humours; the medical work of Vesalius, Pare and Harvey in the sixteenth and seventeenth centuries; nineteenth century advances in medical knowledge: improved knowledge of the germ theory: Pasteur and Koch; the development of scanning techniques in the twentieth century: X-rays, ultrasound and MRI scans; the discovery of DNA and genetic research in the later twentieth century</i>
Developments in patient care: How has the care of patients improved over time?	<i>The role of the church and monasteries from medieval times up to the mid sixteenth century; the role of voluntary charities and endowed hospitals up to the late eighteenth century; the influence of Florence Nightingale and Betsi Cadwaladr on nursing from the mid-nineteenth century; Aneurin Bevan and the setting up of the NHS after World War II; pressures on the NHS up to the present day</i>

Developments in public health and welfare: How effective were attempts to improve public health and welfare over time?	<i>Standards in public health and hygiene from the fourteenth century to the eighteenth century; the impact of industrialisation on public health in the nineteenth century; the work of Edwin Chadwick leading to Victorian improvements in public health; efforts to improve housing and reduce pollution in the twentieth century; attempts to improve public health and welfare in the twenty-first century: campaigns, fitness drives, healthy eating</i>
A study of an historic site connected with health and medicine	<i>The study of the historic environment is an integrated part of the required content for this thematic study outlined above. Within the required content above, centres should study the historic site nominated below:</i>
In studying the historic site, learners should consider the following: <ul style="list-style-type: none"> • the key features of the historic site • the significance of the historic site on a local, regional or national level • the relevance of the historic site to the development of health and medicine over time • how the historic site contributes to a broader understanding of changes in the history of health and medicine 	Urban Cardiff in the nineteenth century <i>In their study of this historic site centres should focus on the following:</i> <ul style="list-style-type: none"> • living conditions in Cardiff in the nineteenth century • outbreaks of cholera and typhoid in Cardiff in the nineteenth century • attempts at improving public health in Cardiff in the nineteenth century • the effectiveness of attempts to improve public health in Cardiff in the nineteenth century

3.5.3 Non-Examination Assessment

- **Unit 4: Working as an historian NEA Jack the Ripper – (10 hours over a 3-week period)**
This involves the completion of two separate tasks, one with a focus on source evaluation within the historical narrative and one with a focus on the formation of different historical interpretations of history. The part (a) task gives candidates the opportunity to



analyse and evaluate relevant historical sources when undertaking an enquiry into an aspect of history from the chosen topic area. The part (a) response will be marked separately and is worth 14 marks. The part (b) task gives candidates the opportunity to discuss an issue of historical debate which arises from the chosen topic area. The task must give candidates the opportunity to analyse and evaluate at least two different historical interpretations of the particular issue. The part (b) response will be marked separately and is worth 26 marks.

Grade Descriptors

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates recall, select, organise and deploy detailed and accurate historical knowledge effectively and with consistency. They show thorough understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terms accurately and appropriately.

They demonstrate their understanding of the past through developed, reasoned and well-substantiated explanations. They make perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them.

They evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and substantiated conclusions.

They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways and provide a well-developed consideration of their validity in relation to their historical context.



Grade C

Candidates recall, select, organise and deploy historical knowledge with accuracy and relevance. They show sound understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately.

They demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate, and their explanations show understanding of relevant causes, consequences and changes.

They evaluate and use critically sources of information in an historical context to investigate historical questions, problems or issues, and with some limited guidance, to reach reasoned conclusions.

They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways and provide an appropriate consideration of their validity in the historical context.

Grade E

Candidates recall, select and organise some relevant historical knowledge to show basic understanding of historical periods, themes and topics studied. They communicate their ideas using everyday language.

They demonstrate their understanding of the past through basic description of reasons, results and changes in relation to the events, people and issues studied. They provide basic descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.

They understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw basic conclusions.

They identify some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these.

Grade G

Candidates recall, select and organise some relevant historical knowledge to show limited understanding of historical periods, themes and topics studied. They communicate their ideas using simplistic language.

They demonstrate their limited understanding of the past through simplistic description of reasons, results and changes in relation to the events, people and issues studied. They provide brief descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.

They demonstrate some understanding of sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw limited conclusions.

They begin to identify some differences between ways in which events, people or issues have been represented and interpreted, and may begin to identify simple reasons for these.

- Access arrangements will be made available to identified pupils according to JCQ criteria. These include reading support and extra time.

4. Quality Assurance Processes

4.1 Processes for quality assurances will be in line with the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements, including the volume of moderation samples and approaches to conflicts of interest etc.

4.2 The department will apply the following approach to the assessment of evidence:

- The teacher will assess the pupils' work in **purple pen**, using WJEC mark schemes to support the accurate awarding of grades. Moderation activities to establish standardised approaches will take place as soon as is reasonable and practicable, once evidence has been submitted.
- Moderation activities may involve a number of teachers. Therefore, additional comments of moderated work made by a separate member of staff will be written in **green pen**.
- Heads of Department will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work.
- Directors of Schools of Learning will lead final quality assurance moderation sessions to review any discrepancies, with comments made **red pen**.
- At all stages, appropriate forms will be retained as evidence to support the final CDG.

4.3 Any review of a grade will follow the expectations outlined by the school and, in line with expectations outlined by WJEC.

5. Recording Decisions

5.1 The school will keep a record to clearly document the rationale for grade decisions as per Learner Decision Making Record templates made available to schools by WJEC. Decision records will include a clarity of explanation which pupils and their families will understand.

5.2 Decision records will detail who assessed the evidence and when; the decision taken; identification of any reasonable adjustments or special considerations applied and where the evidence is safely stored. Records will also be kept from internal moderations to standardise work and verify performance, as described in the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements.

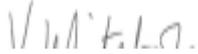
5.3 Decisions on awarding CDGs **will not** be communicated to pupils and/or parents/carers by individual staff within the department.

6. Professional Learning

6.1 All staff will engage in appropriate professional learning to support the fair, equitable and reliable approach to the determination of CDGs. See Appendix 2.



Qualification Assessment Plan for Summer 2021

Confirmation		Approved	
Signature		Signature	
Name	V Whitefoot	Name	R Thomas
Role	Director of Life Skills and World Studies	Role	Deputy Headteacher
Date	12 th April 2021	Date	12 th April 2021

Appendix 1: Adapted Past-Paper Evidence Schedule

The following schedule is designed to indicate when the evidence from past-paper tasks will be generated, which will then be used to support the determination of CDGs, in relation to 3.5.1 and 3.5.4. However, evidence to form the basis of 3.5.2 and 3.5.3 may be generated earlier. In addition, pupils are not required to complete all units in some qualifications, as per WJEC adaptations to subject specifications for Summer 2021.

Given the nature of the evidence gathered to support CDGs, it is not possible to publish a detailed timetable. Furthermore, as pupils will not be sitting examinations, it is likely that pupils will be completing activities as different stages to peers within designated year groups. The use of a schedule is designed to ensure that the model is deliverable to both pupils and staff, ensuring that workload is managed as fairly as possible. However, there may be exceptional circumstances where it may not be possible for pupils within individual classes to undertake activities within the schedules window. Dates are subject to change owing to the uncertainty of the pandemic and national timescales.

Fortnight	Assessment
19 th April 2021 – 30 th April 2021	English Language Reading Unit 3 English Literature Unit 1 (Year 10) History Unit 3 Mathematics Unit 1 and Unit 2 Religious Studies Unit 2 Spanish Unit 2 and Unit 3 Welsh Unit 4
4 th May 2021 – 14 th May 2021	English Language Writing Unit 3 Hospitality and Catering (Year 10) Health and Social Care Unit 1 History Unit 1 ICT Unit 3 (Year 10 and Year 11) Physical Education Unit 1 Physical Education Short Course Unit 1 (Year 10) Science Double Applied Unit 3 Science Double Award Unit 5 Spanish Unit 4
17 th May 2021 – 28 th May 2021	Biology Unit 2 Chemistry Unit 2 Constructing the Built Environment Unit 1 (Year 10) Design Technology Engineering Unit 1 Design Technology Product Design Unit 1 English Language Writing Unit 2 Mathematics-Numeracy Unit 1 and Unit 2 (Year 10 and Year 11) Physics Unit 2 Religious Studies Unit 1 Science Double Award Unit 4 and Unit 6

Appendix 2: Timeline – Deadlines, Guidance and Training Events

Activity	Date
Senior and middle leadership training on “Qualifications Wales Summer 2021: Guidance on alternative arrangements for approved GCSEs”, “WJEC Assessment Creation Guidance” and “WJEC GCSE Grade Descriptors Consultation Document”	1 st March*
Training: Foundations and creation of assessment	5 th March
Guidance on centre policy on assessment and quality assurance	5 th March
Training: Centre approach to assessment and QA of grading decisions	w/c 8 th March
Deputy Headteacher, Director of Learning and Head of Department assessment framework, moderation and exam entries quality assurance meetings	10 th March – 17 th March*
Training: Live Q&A	12 th March
High-level appeals process guide for centres	15 th March
Final Qualification Assessment Frameworks including grade descriptors	w/c 15 th March
Grading guide for centres	w/c 15 th March
Assessment materials for centres	w/c 15 th March
Middle leadership Centre Policy on Assessment and Quality Assurance Processes and Qualification Assessment Plan launch	18 th March*
Senior leadership Centre Policy on Assessment and Quality Assurance Processes review	19 th March*
Entries deadline	19 th March
Subject specific training materials	w/c 22 nd March
Centres submit assessment and internal quality assurance policies to WJEC	19 th – 25 th March
Training: Unconscious bias and objectivity	22 nd March
Department Qualification Assessment Plan review meetings to include training teachers on the consistent standardised use of assessments and mark schemes	25 th March*
Training: Live Q&A	25 th March
Heads of Department submit Qualification Assessment Plans	25 th March*
WJEC provides feedback to centres on their policies	12 th April
Deputy Headteacher provides feedback to Heads of Department and finalise Qualification Assessment Plans	12 th April*
Training: Making final judgements	19 th April
Adapted past-paper assessments	19 th April – 28 th May
Entries amendment window deadline	22 nd April
Final appeals process guide for centres	w/c 26 th April
Training: Good practice in making final grading decisions and quality assurance	26 th April
Training: Live Q&A sessions	5 th May
Training: Submitting CDGs	17 th May
Final quality assurance of marking and moderation	11 th June*
Teachers enter CDGs on database	15 th June*
Deputy Headteacher final quality assurance of CDGs at individual, department and whole school levels; subsequent meetings with Heads of Department and Senior Leadership Team	16 th June – 22 nd June*
Pupils receive CDGs for review (5.3.1)	25 th June*

Submission of CDGs	2 nd July
WJEC quality assurance of learner decision records and overall outcomes	21 st June – 12 th July
GCSE results day	12 th August
Pupils have the opportunity to appeal GCSE results to WJEC and they will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (5.3.2 and 5.3.3)	24 th August – 21 st September**

**Internal Porth Community School dates*

***Provisional date set by Qualifications Wales*

Appendix 3: Head of Department Checklist for Qualifications Summer 2021

Checklist	Yes / No
I have a password for the WJEC secure website.	
I have downloaded and read the WJEC Assessment Creation Guide.	
I have read all WJEC Assessment Materials and have a clear a Qualification Assessment Plan to support the awarding of CDGs.	
The Deputy Headteacher has approved my Qualification Assessment Plan.	
I will ensure fairness to all pupils is maintained by my department throughout this process.	
I will ensure that my team reads, understands and adheres to the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements.	
I will ensure that my team participates in appropriate training and appropriately follows the timeline for deadlines, guidance and training events.	
My team are aware of the accepted evidence that can contribute to a CDG.	
I will ensure that my team reads, understands and adheres to the Qualification Assessment Plan.	
My team are clear about what needs to be taught and how the assessment(s) will be administered and supervised.	
I will ensure that mark schemes are understood and consistently applied.	
My team are aware of the access arrangements and reasonable adjustments for pupils.	
My team are aware of special consideration which needs to be applied before CDGs are awarded.	
I will ensure that my team and I check the authenticity of each pupil's work to negate the risk of plagiarism.	
I will ensure my team understand the WJEC best-fit grade descriptors (and boundaries where appropriate) and understand that CDGs will be a holistic judgement rather than focusing on a single source of evidence.	
I will ensure that all teachers complete a Learner Decision Record for all pupils undertaking a qualification in my department.	
I will ensure that moderation meetings occur, that queries/concerns are discussed and clarity is given.	
I will quality assure all data which will be submitted to the required database by the specified deadline.	
My team and I are aware that CDGs will be shared with pupils and parents before submission to the WJEC.	
I will ensure that all assessment evidence is securely stored and available for review if required.	